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| **1st quarter: What makes a hero?** | | **3rd quarter: Which governs man: fate or free will?** | |
| Focus Skills:   * Close-read to analyze character development and interaction; to advance plot; to develop theme * Compose informational text based on short research projects; write a narrative with multiple plot lines * Participate in oral discussions; expand on classmates’ ideas. * Add meaning to written work with a variety or phrases and clauses and with targeted punctuation. | Short Texts   * *John Brown’s Body* (poem/excerpt)by Stephen Vincent Benet * *Seabiscuit* (non-fiction/excerpt) by Laura Hillenbrand * *“*Southwick House-Where D-Day Began”/news article by Jerome M. O’Connor * *Henry V* (drama/excerpt) by William Shakespeare   Extended Text  *The Odyssey of Homer* (epic)  trojan horse.gif | Focus Skills:   * Analyze the development of a central idea over the course of a text. * Determine how word meanings have evolved since the time a text was written. * Analyze accounts of a text told in different mediums. * Develop a topic in writing with sufficient facts, details, quotations, and examples appropriate to purpose and audience. * Match writing style to task, purpose, and audience * Use precise language and word choices. * In discussion, pose questions that relate to broader themes or larger ideas. * Use spoken English that allows listeners to follow the line of reasoning. * Use the colon effectively to set off quotations. * Analyze nuances of words with similar denotation.   . | Short Texts:   * “The Necklace” by Guy de Maupassant * “The Monkey’s Paw”   by W. W. Jacobs   * “The Most Dangerous Game,” by Richard Connell * “On Hope” by Spencer Hoist   Multi-Media   * “Running Bear”   by J. P. Richardson   * A&E biography of William Shakespeare * Franco Zefferelli’s *Romeo and Juliet* * *West Side Story* (Robbins/Wise, 1961)   Extended Text  *Romeo and Juliet*  by William Shakespeare  [https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcTFthf5dcCrdeWFbFYOIlJRW-vP3iPNRKkYu7T0UOOiQ9pNYmMB](http://www.google.com/imgres?hl=en&biw=1024&bih=543&tbm=isch&tbnid=6qM7mNKJ_Uz__M:&imgrefurl=http://etc.usf.edu/clipart/62900/62973/62973_shakespeare.htm&docid=ekocIVH63W7r_M&imgurl=http://etc.usf.edu/clipart/62900/62973/62973_shakespeare_md.gif&w=260&h=350&ei=1OsCUNbMNeT42gXf0_CNCw&zoom=1&iact=hc&vpx=522&vpy=138&dur=4453&hovh=261&hovw=193&tx=108&ty=193&sig=101987530739502885914&page=4&tbnh=168&tbnw=125&start=45&ndsp=16&ved=1t:429,r:3,s:45,i:230) |
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| **2nd quarter: What happens to a dream deferred?** | | **4th quarter: How can a person both love and hate another person at the same time?** | |
| Focus Skills   * Draw inferences from a text. * Analyze how an author connects a series of ideas or events within a text and to other texts. * Identify focal concepts in important historical documents. * Produce writings that organize complex ideas across texts. * Embed quotations effectively in writings. * Gather information effectively from reliable sources. * Pose questions   that relate discussion to broader issues.   * Use colon to introduce a quotation. * Analyze nuances in word with similar denotation. | Short texts   * Excerpt from *I Know Why the Caged Bird Sings*, by Maya Angelou * “Dream Deferred” and “The Ballad of Booker T.,” by Langston Hughes * “Sympathy,” by Paul Dunbar * Excerpt from *Black Boy* and “I Discover Books,” by Richard Wright * “There Is No Progress…”, by Frederick Douglass * “Non-Violent Resistance,” by M. L. King, Jr.   Extended text  *Tree Shaker: The Story of Nelson Mandela*,  by Bill Keller  [https://encrypted-tbn2.google.com/images?q=tbn:ANd9GcQ9Sy3S37qXUridGYcnreR-DUn5Q5f0RWRCvK7pzvgfmBiQF0C_yQ](http://www.google.com/imgres?num=10&hl=en&biw=1024&bih=543&tbm=isch&tbnid=bmkuKHfcEwUlmM:&imgrefurl=http://theelders.org/nelson-mandela&docid=mx_jyQsBiuv4PM&imgurl=http://theelders.org/sites/default/files/imagecache/full_width_940x430/nelson-mandela-headshot-500px.jpg&w=500&h=430&ei=ZvgCUMzAO8bK2AWBluSKCw&zoom=1&iact=hc&vpx=438&vpy=82&dur=5641&hovh=208&hovw=242&tx=156&ty=162&sig=101987530739502885914&page=6&tbnh=155&tbnw=172&start=74&ndsp=14&ved=1t:429,r:11,s:74,i:418) | Focus Skills   * Analyze a particular cultural experience reflected in a work of literature. * Analyze the effect of specific word choices on meaning and tone. * Use description to develop experiences and events in writing. * Adapt speech to a variety of contexts. * Use absolute phrases to add variety and interest to writing. | Short Texts   * “The Sniper” (short story) by Liam O’Flaherty * “Discovery of a Father” (short story) by Sherwood Anderson * “Death of the Hired Man” (poem) by Robert Frost * “The Triumph and Tragedy of General George S. Patton (essay) by Carlo D’Este   Extended text  *The King’s Pleasure* by Norah Lofts  [https://encrypted-tbn0.google.com/images?q=tbn:ANd9GcStof6dvJIzVcxVGvnBFRijPGWglBJa-ywMInFf_xV4Udr_gOhD](http://www.google.com/imgres?num=10&hl=en&biw=1024&bih=543&tbm=isch&tbnid=3ySU-_nONDOHIM:&imgrefurl=http://en.wikipedia.org/wiki/Catherine_of_Aragon&docid=vg5dPfaG8ablEM&imgurl=http://upload.wikimedia.org/wikipedia/commons/thumb/d/d6/Catherine_aragon.jpg/220px-Catherine_aragon.jpg&w=220&h=289&ei=n2EHUOz2JuGe2QWnzIHbBA&zoom=1&iact=hc&vpx=105&vpy=170&dur=2578&hovh=231&hovw=176&tx=113&ty=148&sig=116268133248660234591&page=1&tbnh=144&tbnw=109&start=0&ndsp=14&ved=1t:429,r:0,s:0,i:115) |